PERSONAL CHARACTERISTICS AND USE OF LIBRARY FACILITIES: A SPECIAL REFERENCE TO FACULTY OF MANAGEMENT STUDIES AND COMMERCE UNIVERSITY OF JAFFNA SRI LANKA

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Abstract: *The study explores to identify whether there is any significant difference among personal demographic variables and the use of library facilities offered by the main library, University of Jaffna, Sri Lanka. General survey guided by well structured questionnaire has been administered across a valuable sample of 202 students from Faculty of Management Studies and Commerce. Descriptive and inferential statistics were used in the analysis of data using Statistical Package for Social Science (Version 16.0). The results of the study revealed that the use of library facilities do not vary among personal demographic characteristics (p-value > 0.05). According to Duncan multiple range test, all the mean scores for subject specialization are differing from one another.*

Keywords: Library facilities, Demographic variables, University of Jaffna

1.0 Introduction
Library is an essential instrument for intellectual development. A well stocked library is a storehouse of information, or a record of human experience to which users may turn to for data or information (Parveen, 2013; Felicia and Juliana, 2010). According to Kotso (2010), libraries assist research process by collecting, preserving and making available an array of information resources relevant to their research community. An effective and efficient library system can significantly contribute to the lecturers, students and other users' development in a wider perspective. A university library or any other library attached to an institution of higher education exists to support the goals of its parent organization (Chamini, 2010). Thiruchelvam S J and Velnampy T (2010) internal and external organizational elements have a relationship with employee Psychological Empowerment. Velnampy

(2008), in his study on job attitude and employees performance concluded that job satisfaction contains positive influence on the performance of the employees as it enhances job involvement and the higher performance also makes people feel more satisfied and committed to the organization. Since university libraries are an integral part of the higher education system, they should provide support services for the formal educational programs as well as for facilities for research and for generation of new knowledge. Students visit library for a variety of reasons. Chandrasekar and Murugathas (2012) found that majority of the students (71%) gave the highest emphasizes for borrowing books, followed by the purpose of completing assignments and tutorials. Reference work, quiet to study, literature searching are other reasons to visit the library.

Objective of Study
The main object of the study is to find out the association between personal demographic variables and the use of library facilities offered by the main library and sub objectives are:
- To identify the association between personal variables and use of library facilities
- To assess the degree of use of library facilities among personal demographic variables
- To compare the differences between personal variables such as gender, year of study and subject specialization with respect to use of library facilities.

2.0 Review of Literature
There have been many studies of use of academic library. Norliaya (2009) examined the differences in satisfaction between three faculties such as Law (LW), Administrative Science and Public Policy (AM) and

Information Management (IM). According to this research, students of Faculty of Information Management are more likely to be satisfied than those from AM and LW, in that order. Omehia and Boma (2008) jointly studied the difference among students' characteristics and the use of library services. They showed variations in library use based on academic discipline (science, social sciences and humanities and arts), year of study and socio-economic background. Callinan (2005) observed that there are differences in the extent to which scores of information are used by students in different years of their studies.

Boakye (1999) and Rosch (2003) have examined the differences between independent variables of user education and journal collections and library use. This study didn't provide empirical evidence on the effect of students' characteristics on their use of library services, although they show difference in library use among students from different disciplines. Ethelene (2001) surveyed the factors that influence undergraduates' academic library use during the first three years of college. Undergraduates' high school library use, student–faculty interactions, active learning and engaged writing activities predicted library use for all three years of the study. According to Adedibu (2008), 90.1% of Science Students in the University of Ilorin use the library catalogue to access the library stock; 74% of them claim to know how to use both the card catalogues and the Online Public Access Catalogue (OPAC). The users of the OPAC represented a small portion with 33 students (7.9%). Specific user related characteristics that have been measured in the past. Powell (1997) includes frequency of library and information use, reasons for use, types of library information use, attitudes and opinions regarding libraries, reading patterns, level of satisfaction, demographic data, personality, lifestyle and awareness of library services.

Chiemeke and others (2007) found that there is no perceived significant difference in staff efficiency, and ease of use of facilities in academic libraries and online environment. However, there is significant difference in users' perception of speed of access to research materials, availability of current and up to date materials, cost of access, and distractions within the facilities. Oyesiku and Oduwole (2004) focused on academic library use. The investigation revealed that the students used the library most during examinations and to do class assignments. The study further revealed that collections were inadequate to meet users' demands, even when 84.3 % of users are not trained in information retrieval and recommends various strategies to market library facilities and services.

Parveen (2013) evaluated in detail the type of material, sources and the services used by the students and revealed that 63.54% of the students sampled visited the library to read the newspapers while 42.70% students visited the library on daily basis. 32.39% students were not satisfied with the existing library resources. Edem and others (2009) conducted a study on students' perceived effectiveness in the use of library resources in some selected Nigerian Universities. Questionnaire was the main instrument for collecting data. 600 copies of questionnaires were distributed and 530 were returned. The overall response was 88.3%. The responses showed that majority of the users source their information through the catalogue indexes, while those not satisfied in their quest for information attributed them to lack of physical materials and the cumbersome library organization. Felicia and Juliana (2010) jointly found that 88% of the students sampled visited the library to read for examination while most faculties visited the library to read journals, electronic or print. Also, students used OPAC more than faculty. Amkpa (2000) in his study of the use of the University of Maiduguri Library discovered that majority of students did not use the library effectively. Because, they did not use the library catalogues. Chamini (2010) conducted a study on students usage of an academic Library which was a user survey done at the Main Library University of Peradeniya. It revealed that the undergraduates are overall satisfied with available library resources, services and facilities; whereas it found that library resources and services are not being fully utilized by undergraduates. Velnampy (2006) analyzed the association among personal demographic variables and incentive systems in Sri Lanka and found that there is a significant difference on gender group, educational qualification, status and monthly income on the perceived level of rewards.

An attempt in this present study is made on "Personal Demographic Characteristics and Use of Library Facilities" with respect to Faculty of Management Studies and Commerce, University of Jaffna, Sri Lanka.

3.0 Methodology

Data collection

The researcher excluded the five respondents who were initially used for the validation of the instrument and questionnaire was pretested to check for its clarity and the redesigned to address the objectives of the assessment. The primary and secondary data were collected for the study. Primary data were collected through questionnaires and secondary data were collected from books, journals, and magazines, research reports etc.

Population and Sample

The researcher considered all the students of under-graduate level studying at the Faculty of Management Studies and Commerce, University of Jaffna as the target population for the study. Total population was seven hundred (700) students as per the database of Office of the Dean's office, Faculty of Management Studies and Commerce, University of Jaffna as of 5th December 2012.

Table 1: Total Number of Students

Year	Year of Study	Total Population
2010/2011	1st Year	309
2009/2010	2nd Year	150
2008/2009	3rd Year	110
2007/2008	4th Year	141
Total Number of Students		**700**

A sample of 248 students was randomly selected according to the table for determining sample size from a given population (Krejcie and Morgan, 1970) at 95% of confidence level.

Table 2: Number of Students Selected as a Sample

Year	Year of Study	Total Population	Sample Size
2010/2011	1st Year	309	
2009/2010	2nd Year	150	**248**
2008/2009	3rd Year	110	
2007/2008	Final Year	141	

The research instrument in this study is a questionnaire. Self-administered questionnaire which is composed of two sections such as section A and section B was developed for the purpose of collecting the main data for the study. Section A deals with personal information such as year of study, subject specialization, sex, age, and ethnicity. Section B consists of library facilities which include four variables such as information sources, library environment, library staff and library general services. The numbers of statements under each variable vary from 4 for library staff, 5 for information sources, 13 for library environment and 8 for library general services. The satisfactory level for each of the dimensions is measured using a group statements on a scale of 1 to 4 where: 4= very satisfied; 3= satisfied; 2 = somewhat satisfied, and 1= dissatisfied.

The researchers gathered 220 questionnaires, yielding a response rate of 89.7 per cent. Finally, 202 (81.4 per cent) questionnaires were fully and correctly completed. All data collection procedures were designed to ensure the anonymity.

Table 3: Member of respondents by Demographic Information

Characteristics		Frequency	Percent
Year of Study	First Year	52	25.7
	Second Year	64	31.7
	Third Year	37	18.3
	Final Year	49	24.3
Gender	Male	105	52.0
	Female	97	48.0
Specialization	Accounting	55	27.2
	Finance	79	39.1
	Marketing	34	16.8
	HRM	34	16.8

It should be noted that every questionnaire was personally handed over and instructions were given to each students before completing the questionnaire. In terms of demographic findings, 52 % of respondents were males, and the remaining 48 % were females. The majority of the respondents with 31.7 % were second year students.

Mode of Analysis
In this study, various statistical methods have been employed to analyze data collected from 202 respondents from various specializations. A well known statistical package called "SPSS" (Statistical Package for Social Science) 16.0 version has been used to analyze data the researcher collected. These methods include Bivariate Analysis, Kruskal Wallis test, One-way analysis of variance (ANOVA) and Duncan multiple range test.

Hypotheses
Following null hypothesis with respect to each of three personal variables are taken for the present study
H_{o1} – There is no positive association between personal variables and the use of library facilities.
H_{o2} – There is no significant difference between the perception of male and female students and the use of library facilities.
H_{o3} – There is no significant difference between second and third year students and the use of library facilities.
H_{o4} – There is no significant difference in the use of library facilities among students specializing in different subjects such as finance, accounting, marketing and human resources management.

4.0 Results and Discussion

Reliability Analysis
The internal reliability of the data collected was verified by Cronbach's alpha. This value may vary from 0 to 1. Malhotra (2000) and Cronbach (1951) suggested that satisfactory value of alpha is required to be more than 0.6 for the scale to be reliable. In this present study, cronbach's alpha is 0.806. Therefore, variables deemed to have adequate reliability.

The Relationship between Demographic variables and Library facilities
Correlation analysis has been carried out to identify the relationship between personal variables and library facilities offered by the main library. The result is presented in table 4.

Table 4: Relationship between personal variables and library facilities

Variables	Description	Gender	Age	Specialization	Library Facilities
Gender	Pearson Correlation	1			
	Sig. (2-tailed)				

Age	Pearson Correlation	-.089	1		
	Sig. (2-tailed)	.378			
Specialization	Pearson Correlation	-.216*	.136	1	
	Sig. (2-tailed)	.031	.177		
Library Facilities	Pearson Correlation	-.025	-.112	.055	1
	Sig. (2-tailed)	.806	.268	.586	

* Significant at 0.05 levels   ** Significant at 0.01 levels

According to the results of the Pearson's correlation shown in the Table 4, the correlation values between personal variables such as gender & age and library facilities are -.025 and -.112 which are not significant at 0.01 levels. It means that personal variables such as gender & age are negatively associated with the use of library facilities. Further, subjects specialization such as accounting, finance, marketing and HRM are positively associated with the use of library facilities.

Measuring differences between personal variables and the use of library facilities
Analysis on the differences in the use of library facilities among personal characteristics is carried out using Kruskal Wallis test, one-way analysis of variance (ANOVA) and Duncan multiple range tests.

Hypothesis (H_{o2}) states that there is no significant difference between the perception of male and female students and the use of library facilities. According to table 5, chi square value of gender is .320 with one degree of freedom and significant value of .571. As p-value is greater than significant level (5%), the above null hypothesis is accepted. Thus, the results indicate that there is no statistically significant difference between perception of male and female students relating to library facilities offered by the main library. Further, male students have the highest mean score in the use of library facilities.

Table 5: Kruskal Wallis for relationship between Perception of Gender and Library facilities

	Gender	N	Mean Rank	Chi-Square	df	Asymp. Sig.
Library Facilities	Male	105	52.35	.320	1	.571
	Female	97	49.04			

   a.   Kruskal Wallis Test
   b.   Grouping variable: Gender

Hypothesis (H_{o3}) is that there is no significant difference between second and third year students and the use of library facilities. The results of nonparametric test indicate that chi square value is 3.675 with one degree of freedom and significant value of .055. Hence, H_{o3} is accepted as there is no significant difference between 2nd and 3rd year students regarding library facilities (p-value > 0.05). Table 6 clearly shows the test statistics.

Table 6: Kruskal Wallis for relationship between 2nd & 3rd year students and Library facilities

	Year of Study	N	Mean Rank	Chi-Square	df	Asymp. Sig.
Library Facilities	Second Year	63	54.76	3.675	1	.055
	Third Year	37	43.24			

a.   Kruskal Wallis Test   b.Grouping variable: Year of study

Hypothesis (H_{o4}) states that there is no significant difference in the use of library facilities among students specializing in different subjects such as finance, accounting, marketing and human resources management. Table 7(b) presents the results of comparison of means between fields of specialization. The result shows that on the average, the use of library facilities among specialization of subjects is not statistically significant at the 5 % level (p-value > 0.05). Therefore, H_{o4} is accepted. The Duncan multiple range test confirms that all the mean scores are difference from one another. On the average, students specializing in HRM relatively more enjoyed the use of library facilities (M = 2.82), followed by those from accounting (M = 2.79).

Table 7(a): Comparison of library facilities among specialization of subjects

ANOVA					
	Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Between Groups	.174	3	.058	.514	.674
Within Groups	10.845	199	.113		
Total	11.019	202			

Post Hoc Test –overall mean for library facilities

Table 7(b):   Test Statistics of Duncan Test

Specialization	N	Subset for alpha = 0.05			
		4	**3**	**2**	**1**
Finance	79	2.7233			
Marketing	34		2.7771		
Accounting	55			2.7991	
HRM	34				2.8244
Sig.		.403	.403	.403	.403

5.0 Conclusion

In this paper, demographic influence of students with respect to the use of library facilities is studied. The results indicate that demographic variables such as gender and year of study have negative association with the use of library facilities whereas subject specialization is positively correlated. The results showed that there is no significant difference between gender, year of study and subject specialization on the use of library facilities. Omehia and Boma (2008)'s findings revealed a significant difference between third and fourth year students. Callinan (2005)'s findings also revealed that there are differences in the extent to which scores of information are used by students in different years of their studies. Further, the Duncan multiple range test confirms that all the mean scores are difference from one another in terms of different subjects. Contributions found in this study will be useful to the researchers and students.

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